Students' Perception of English Online Learning During Covid-19 Pandemic

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ABSTRACT
This study was aimed to obtain the students' perception towards English online learning during Covid-19 pandemic in Indonesia, especially in a private junior high school in Bangka province. The research method used in this study was a descriptive research design with a quantitative approach. The data were obtained with an interview, questionnaire, and documentation. The subject of this study were 34 members of eighth-grade students in Dendang village, Bangka Belitung province, especially in English subject. Based on the analysis of the data did by the researcher, the researcher found that learning English through online learning during the Covid-19 pandemic got positive perceptions in the aspect of the dimension of teaching material with 16 respondents strongly agreed at the highest percentage of 47.1%, the dimension of atmosphere/environment with 17 respondents strongly agreed at the highest percentage of 50%, the students' interaction with 18 respondents strongly agreed at the highest percentage of 53%, and the benefits of learning English through online learning with 21 respondents strongly agreed at the highest percentage of 61.77%. Thus, it concluded that the students perceived that they can adjust the learning process to all aspects contained in the online learning process.

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Introduction

Since the outbreak of Covid-19 was spread out in Indonesia, the Minister of Education and Culture, Mr. Makarim, issued a policy to carry out teaching and learning activities online started from March 2020. This is one of the efforts to reduce the spread of the Coronavirus that is getting bigger. Online learning is tasks and courses taken online instead of in a physical classroom. It is held with a far distance between the teacher and the students. It convinces by many institutions as the best option for the education field in Indonesia within the midst of the Covid-19 outbreak. According to Suartama, through online learning, the sources that are provided to the students can be accessed anytime and from anywhere, additionally to getting material which will be enriched or equipped with a spread of supporting learning resources including the media which will be supported by the teacher (Suartama, 2014). Furthermore, Ghiardini stated that online learning offers effective pedagogics, like practicing with related feedback, personalizing learning paths supported students' needs, combining collaborative activities with independent study, and using simulations and games (Ghirardini, 2011).

The Minister published The Circular Letter Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of them pointed that online learning was implemented to create valuable learning experiences for students without being burdened by the stress of completing all component of the curriculum achievements for the graduation. Online learning concentrate on increasing the students' stimulation to understanding the material when the classes are transferred online. Some of the teachers also give an understanding of Coronavirus and the spread of the Covid-19 outbreak. The training activities and tasks may have various types between students based on their interests and conditions, including the gaps in accessing the information or the learning facilities at their homes.

However, in Indonesia, not all students are aware of the online learning system, so this has become a brand new thing that needs adaptation. Students' views of this learning system will be different. Therefore, this study was aimed to analyze how the students' perception of English online learning is applied in their

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education. In other words, in this study the writer would like to grasp that within the midst of the Covid-19 pandemic students were still learning well or not through the online learning system.

The writer has an interest in exploring the students' perception after experiencing learning English process through online learning. According to Walgito, perception may be a process predated by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the method doesn't just stop there. The stimulus is sustained and also the next process is the process of perception. By knowing the students' perception, the teacher can understand students better (Bimo Walgito, 2004).

However, in reality, some students got some problems in understanding the English material through online learning based during Covid-19 pandemic. Based on the preliminary research by interviewing an English teacher and the result of questionnaire that answered by the students, the problems faced by the teacher and the students were known as follows:

1. Based on the result of the research, it was found that the school started to apply the online learning on May 2020 until July 2021 in the form of preventing the spread of Covid-19 which the government confirmed that this virus appeared in Indonesia started from March 16, 2020.

2. The researcher also had chance to interview the English teacher in that school. From the interview, the researcher found that the teacher had some obstacles in delivering the teaching material through online learning because it was hard to teach the student intensively when the teacher and the student don't meet in person. There must be some students who needed to search another place because they found a trouble to access the English material during online learning process because of the low signal. So, this research aimed to seeking the students' perception to help the teacher if there is any trouble in delivering the English material through online learning. However, during this study, the researcher also paid attention of how the teacher conducts the English online learning to the students.

This study is intended to describe how the teacher implemented the English online learning process during the Covid-19 pandemic in the private middle school and analyze the students' perceptions of the online learning. The result is expected to motivate the teacher as well as students to keep teaching and learning well by using any kind of media, including online media. Moreover, from the perception of students, the teachers can find out the extent of students' understanding of the material given through online learning whether there are any obstacles or not.

There have been studies conducted regarding online learning at schools, such as one by L. V. Fedynich et al., (Fedynich, Bradley, & Bradley, 2015) and the other ones by Mulyani (Mulyani, 2020) and El-Seoud (Abou El-Seoud, Taj-Eddin, Seddiek, El-Khouly, & Nosseir, 2014). They all discussed students' perception and motivation towards online learning. A study by El-Seoud suggested that one of the important factors for the success of students in the online learning process is self-motivation. Deficiency of the confidence and the experience in using technology might be an additional obstacle for some students. In the online learning process, students work independently and some students may find it difficult to understand its contents, due to the lack of face-to-face contact with instructors and other students. However, this study was focused on students' perception towards English online learning only.

There are two problems that will be discussed in this study: one is about describing how the teacher implemented the English online learning process during Covid-19 pandemic and the other one is about finding out students' perception towards the online learning.

1. **Perception**

Perception means a process that is preluded by the sensing process, which is the process of accepting stimulus by individuals through the sensory devices or also named as the sensory processes. But the process does not just stop there. However, the stimulus is continued and the next step is the process of perception (Pecher & Zwaan, 2005).

Knowing the perception of the students is very essential for this study because it also means that as a teacher, it helps to evaluate the English online learning process. According to Chen, the students' perception is very important to evaluate the teaching effectiveness (Chen & Hoshower, 2003).

a. Types of Perception

According to Burns, there are 2 types of perceptions. There are positive perception and negative perception assumed by the reaction of the students toward the English online learning process. This perception affected the behavior of each individual acquires and the choices that every human being makes throughout life (Burns et al., 2012).12 Both types of perception are explained in the following description;

1. Positive Perception

Positive perception is a perception that describes information and knowledge in a positive sight. In addition, Positive perception is a valuable present that prepares the self-confidence and power to catch on to the world, endure crises, and focus outside of oneself. It increases the establishment of relationships and a sense of giving to others.

2. Negative Perception

Negative perception is a perception that describes information and knowledge in a negative sight or not suitable with an object that is perceived by someone. In other words, negative perception is disposed to focus on their own desires, trying to acquire and prove their self- worth.

Therefore, both positive and negative perceptions will always affect someone to do an action. In addition, positive perception or negative perception is formed depending on how someone portrays the information and knowledge of the perceived object (Kalat, 2016).

2. Learning English during Covid-19

Learning is a process that humans do and we can get the results in the long term of behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and certain capacities (Schunk, 2012). Therefore, learning English in this study refers to the process by which English education is important to be taught in order to be able to gain knowledge and English language skills.

In the end of 2019, the world was shocked by the emergence of Covid-19 which spread rapidly to all countries in the world. Coronavirus Disease (COVID-19) is a new kind of virus that has never been recognized in humans. Coronavirus is a zoonosis, which can be transmitted between animals or humans. Zu et al stated that the Covid-19 pandemic first appeared within the city of Wuhan, Hubei Province, China at the end of December 2019 and it began to disperse through the other local of China and beyond. The outbreak started to plague in Indonesia in early of March 2020 (Zu et al., 2020).

The Minister of Education and Culture issued circular Number 4 of 2020 concerning the perpetration of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning was carried out to give meaningful learning times for students, without being burdened by the demands of completing all course achievements for class and ranking. Online or distance learning concentrated on boosting students' understanding of the nimbus contagion and the Covid-19 outbreak.

The learning exercise and tasks can vary between students according to their interests and conditions, including in terms of gaps in access or learning installations at home. During the Covid-19 pandemic, all exercises were carried out from home, including learning activities. Therefore, activities that bring direct contact to be reduced so that the spread of the virus doesn't increase quickly. The government also urges everyone to do social distancing to minimize the spread of this outbreak (Isbaniah, Saputro, Sitompul, Manalu, & Setyawaty, 2020).

3. Types of Learning English

In the learning system, Fleming stated that there are four cores of learning styles including visual, auditory, reading and writing, and kinesthetic that described as follows (Fleming, 1995);

a) Visual

Visual learners do better when it comes to keeping the knowledge when it is displayed to them within a graphic depiction, such as arrows, charts, diagrams, symbols, and more. Similar to how designers use visual hierarchy to emphasize specific design elements, visual learners evolve with clear pictures of information hierarchy.

b) Auditory

Sometimes said as "aural" learners, auditory learners prefer taking note of information that is presented to them verbally. These learners also work well in group settings where vocal collaboration is present and can enjoy reading aloud to.

c) Reading & Writing

This form that specializes in the word, reading, and writing learners succeed with written information on worksheets, presentations, and other text-heavy resources. These learners are note-takers and perform strongly once they can reference the written word.

d) Kinesthetic

Taking a physically active role, kinesthetic learners are hands-on and evolve when engaging all of their senses during coursework. These learners tend to figure well in scientific studies because of the hands-on lab component of the course.

According to Oroujlo and Vahedi, a language, especially English, is convinced as the key to the success in life if English is well mastered. English is an essential instrument in many fields including

scientific communication, business, cultural exchange, political matters, etc. (Oroujlou & Vahedi, 2011).

4. Online Learning

Online learning is a learning process that uses information and communication technology and all the information and supported media can be accessed online (Naidu, 2006). Self-learning material that is provided for the students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers and can be accessed easily by anyone who is connected to it.

Types of Online Learning:

According to Steven D'Agustino as the Director of Online Learning at Fordham University, these are the following types of online learning:

a. Asynchronous Online Course

This type of course mostly does not take place in real-time. Students are prepared with the content and assignments and given a time frame to finish the exercise and examinations. Interaction basically takes place through discussion boards and blogs. As a result, there's no class meeting time. Asynchronous online learning is being an effective type of online learning course especially for the students with time constraints or busy schedules.

b. Synchronous Online Course

This type of course generally takes place in real time. that means the students will log into a kind of a webinar type environment. It offers the teacher and all involved students to interact online contemporaneously. Analogous in some ways to a webinar, the teacher and the students interact through textbook, videotape or audio recorder.Synchronous learning allows the students to share in a course from a distance in real time.

c. Hybrid Course

Hybrid course, also known as mixed courses between Asynchronous and Synchronous online course, is a learning type that allow for both ways face-to-face course and online component mixed. Generally, this blended course meet in person several times during a semester and also available for computer-based communication in between those face to face sessions (D'Agostino, 2020).

Commonly, the advantages of online learning technologies include an ability to provide just-in-time learning, increased access, removal of time, place and situational barriers, cost effectiveness, greateraccountability, and effective support for a lifelong learning (Anderson, 2008).

Whatsapp Group

Nowadays, all human activities seem never be separated from electronic mobile devices. It also can be felt in education field. Electronic mobile devices have been extensively used for reaching knowledge, asking for questions and also searching for the information (Sharples, Taylor, & Vavoula, 2010). There are many media used by teachers to supportonline learning system, such as *Google Classroom, Ruangguru, Whatsapp, Zoom, Schoology*, and so on. The English teacher of the sample school used *Whatsapp Group* to conduct the learning process because it helped monitor the students while the English teacher cannot use the application that provided the camera feature such as *Zoom Meeting* or *Google Classroom* because of bad internet connection reception.

Whatsapp group is known as a media of online learning used by the teacher to conduct the learning process and for the students it is a support medium to get the lesson, learning, understanding, and submitting tasks given by their teacher. Whatsapp application instant messaging is an example of a platform that has become a well-known mobile device application that used by the teacher in online learning process and considered as one of the teaching and learning styles that help in facilitate collaborative learning as students are directing with own smartphones by taking the advantage of various features of the Whatsapp application platform such as attaching pictures, sharing videos, sharing web-links, recording videos and many more (Dunlap, 2006).

Method

In this study, descriptive qualitative research design was used to describe how the students perceived the English online learning during Covid-19. Furthermore, the data was in the form of combining two forms of

data: quantitative and qualitative (Creswell, 2014).

Descriptive research is used to analyze data by describing the data that has been collected without intending to make conclusions that apply to the general public and its generalization (Sugiyono, 2013). Kountur claimed that descriptive research has several characteristics. First, the research should relate the problem of study to the current situation. Second, the research describes only one variable or several variables but is described one by one. And the last, the variables studied are not manipulated (Kountur, 2018). In this study, interview and questionnaire are used as the instruments and supported by percentage figures.

The population of this study is all the students of SMP YPRB Dendang. The sample was taken by using purposive sampling.

Table 1
Sample

No	Class	Male	Female	Total
1	VIII	11	23	34
TOTAL				34

Source: YPRB Junior High School Dendang 2020/2021

In this research, the researcher used three kinds of instrument for collecting the data included the interview, questionnaire, and documentation.

a. Interview

The interview was used by the researcher as one of the instruments of this study to collect the data by meeting the English teacher in person and contact to 3 members of eighth grade students through Whatsapp Call. Then, the researcher obtained the data of interview about how the English teacher of the school delivers and implements the English material through online learning during Covid-19.

b. Questionnaire

The questionnaire was used as one of the instruments of this research to help the researcher in collecting the data. The data of questionnaire explained in descriptive form. The researcher used one of the online platform called as *Google Form* to help the researcher collect the data and analyze how the students of the school perceived the online learning activities during the Covid-19 pandemic. The questionnaire was adapted from Mulyani (Mulyani, 2020) to measure perception that was classified into two types: positive and negative perceptions (Kalat, 2016).

In this study a close ended questionnaire was used. The close ended questionnaire basically uses a rating scale questionnaire where the research used Likert Scale to get the information from the participants. According to Sugiyono, Likert scale helps the researcher to measure the perceptions from a person or group of people about a social phenomenon (Sugiyono, 2013).

The extent of the questionnaire is measured on a four point-scale, they are number 4 stand for *strongly agree,* number 3 stand for *agree,* number 2 stand for *disagree,* and number 1 stand for *strongly disagree.* It consisted of 20 questionnaires that could stimulate the students' thoughts to perceive about the English online learning during Covid-19 Pandemic. The researcher got 16 items valid from 20 questionnaires items. The content of the questionnaire also included four aspects of topics cover in the students' perception of English online learning during Covid-19, namely; dimension of teaching material, dimension of atmosphere or environment, students' interaction, and the benefits of learning English through online learning. The description of those four aspects describe in the following sections:

Table 2
Aspects of Students' Perception about English Online Learning

No	Topics	Number of Questions
1	Dimension of teaching material	1, 2, 3
2	Dimension of atmosphere/environment	4, 5, 6, 7, 8, 9
3	Students' interaction	10, 11, 12, 13, 14

4	Benefits of learning English through online learning	15, 16
Total		**16 items**

Table 3
Likert Scale for Scoring Students' Perception

Perception	SA/SS	A/S	D/TS	SD/STS
Positive	4	3	2	1
Negative	1	2	3	4

For positive items, the largest score is 4, the lowest score is 1, and vice versa if the item is negative. An item or perception is said to be positive if the largest number is in the strongly agree response, whereas if the item or perception is negative, the largest number is in the strongly disagree response.

Results and Discussions

1. Results of the Interview
The teacher had trouble implementing the teaching material because the students had a deficiency in reaching out the good signal to access the English material. So, the teacher cannot use the application with a camera feature that is convinced to help more in monitoring the student activity such as Zoom Meeting, Google Meet, and so on to support the English teacher in implementing the material. But, the English teacher thought that would be more useful to deliver the English material in form of a video that can be accessed in a link shared by the English teacher through Whatsapp Group.

Besides, some of the students thought that learning English is way easier to be followed because the students have more time to understand the material well, even though sometimes they have a problem accessing the internet to load the material because of a bad signal.

2. The Result of The Questionnaire
In this questionnaire session, there are 10 questions about how the eighth-grade students perceive learning English through online learning during the Covid-19 pandemic at the school. There were 34 students that gave responses to this questionnaire. Students only give a checklist in the blank circle provided in Google Form. In this questionnaire, the questions are shown in Indonesian so that in presenting this data, the researcher translated the questions into English.

The questions used in the questionnaire will answer two problems of this study about students' perceptions toward learning English through online learning during Covid-19. Indicators in this questionnaire are divided into four categories namely, strongly agree, agree, disagree, and strongly disagree. For the question of the questionnaire number 1 to 3 discussed the dimension of the teaching material, number 4 to 9 discussed the dimension of the atmosphere or environment, number 10 to 14 discussed the students' interaction, and number 15 to 16 discussed the benefits of learning English through online learning.

According to Pujihastuti, when using an appropriate measurement scale, it is recommended to use closed questions (Pujihastuti, 2010). For research in Indonesia, it is suggested to use a balanced Likert scale with 4 levels. In presenting the data, the researcher described scale 4 as strongly agree, scale 3 as agree, scale 2 as disagree, and scale 1 as strongly disagree.

The following is descriptive statistic from several dimensions presented based on the results of questionnaire responses regarding the students' perceptions of English online learning during Covid-19:

1. Students' Perception in The Dimension of Teaching Material
The first indicator of the questionnaire is about the dimension of teaching material that contained 3 questions. There were questions number 1 to number 3 that related to the dimension of teaching material and the percentage of the result shown from *Google Form*.

Table 4
Questionnaire Data related to the Dimension of Teaching Material

No	Questionnaire Statement	Scale	Frequency	Percentage
1.	The teacher explains English material properly through online learning.	4	24	70.6%
		3	8	23.5%
		2	1	2.9%
		1	1	2.9%
2.	The English material delivered by the teacher through online learning is easy to understand.	4	22	64.7%
		3	7	20.6%
		2	2	5.9%
		1	3	8.8%
3.	LearningEnglish through online learning during the Covid-19 pandemic is carried out Maximally.	4	21	61.8%
		3	11	32.4%
		2	1	2.9%
		1	1	2.9%

2. Students' Perception in The Dimension of Atmosphere/Environment

The second indicator of the questionnaire is the dimension of the atmosphere/environment. The data from the dimensions of the atmosphere/environment contained 6 questions. There were questions number 4 to number 9 that related to the dimension of atmosphere/environment and the percentage of the result shown from Google Form.

Table 5
Questionnaire Data related to the Dimension of Atmosphere/Environment

No	Questionnaire Statement	Scale	Frequency	Percentage
4.	The duration of time in the implementation of English language learning through online learning during the Covid-19 pandemic is carried out efficiently.	4	25	73.5%
		3	8	23.5%
		2	1	2.9%
		1	0	0%
5.	The English learning schedule is very supportive even thoughit is carried out online during Covid-19.	4	23	67.6%
		3	7	20.6%
		2	2	5.9%
		1	2	5.9%
6.	The teacher gives instructions before the process of learning Englishthrough online learning Begins.	4	29	85.3%
		3	3	8.8%
		2	1	2.9%
		1	1	2.9%
7.	The teacher provides examples of material in the form of videos or pictures before theprocess of learning English through online learning begins.	4	25	73.5%
		3	9	26.5%
		2	0	0%
		1	0	0%
8.	The teacher explains the purpose of learning English through online	4	25	73.5%
		3	7	20.6%

	learning.	2	1	2.9%
		1	1	2.9%
9.	Your English skills improve while learning English throughonline learning.	4	23	67.6%
		3	8	23.5%
		2	0	0%
		1	3	8.8%

3. Students' Perception in Students' Interaction

The third indicator of the questionnaire is the students' interaction. This indicator contained 5 questions. There were questions number 10 to number 14 that related to students' interaction and the percentage of the result shown from Google Form.

Table 6
Questionnaire Data Related to the Students' Interaction

No	Questionnaire Statement	Scale	Frequency	Percentage
10.	The teacher conducts question and answer activities about English language material in learning through online learning.	4	22	64.7%
		3	9	26.5%
		2	2	5.9%
		1	1	2.9%
11.	You ask the teacher when you have difficulty in learning English through online learning.	4	24	70.6%
		3	8	23.5%
		2	0	0%
		1	2	5.9%
12.	You want to learn the learning media used by the teacher while learning English through online learning.	4	21	61.8%
		3	10	29.4%
		2	2	5.9%
		1	1	2.9%
13.	The available media help you understand the material in learning English throughonline learning.	4	21	61.8%
		3	9	26.5%
		2	1	2.9%
		1	3	8.8%
14.	The tasks given by the teacher in learning English through online learning will be evaluated if there are errors.	4	25	73.5%
		3	8	23.5%
		2	1	2.9%
		1	0	0%

Conclusions

The students' perceptions of online learning English during the covid-19 pandemic have positive perceptions. This result can be seen from the percentage of the data based on some dimensions. Perception related to the dimension of teaching material had the highest frequency with a percentage of 47.1% strongly agreed with the statement of the questionnaire, and perception related to the dimension of atmosphere or environment had the highest frequency with a percentage of 50% strongly agreed with the statement of the questionnaire, perception related to students interaction had the highest frequency with a percentage of 53% strongly agree with the statement of the questionnaire, and perception related to the benefits of learning English through online learning had the highest frequency with a percentage of 61.77% strongly agree with the statement of the questionnaire. From the finding that has been discussed that the students can adapt and adjust to all the dimensions contained in the English online learning process.

Based on the English teacher's opinion, Learning English through online learning during the covid-19 pandemic had some obstacles, such as the teacher having trouble delivering the English material to the

students using an application using a camera feature to monitor the student's activity while learning process takes place because the students lived in the area where the signal was difficult to be accessed, sometimes students did not understand the materials that presented by the teacher, the discipline of students in their activities or to participate in activities during learning is very low, especially when collected the assignments that given by the teacher. But besides that, the teacher is convinced that there are still some benefits that the students may get while learning English through online learning. First, the students are safer because online learning makes students reduce the crowds and prevent the spread of the outbreak of Covid-19. Second, English online learning helps train the students to think more independently because of the limitations that the teacher has in delivering material through online learning. So, students are also required to empathize and be independent to deepen the material provided, so that there is a sense of responsibility from the students to seek more knowledge themselves.

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